



Leamington Federation Sydenham Primary School and Lighthorne Heath Primary School Positive Behaviour Policy

This policy has been developed within the context of current legislation, policy and guidelines:

- Section 175 of the Education Act 2002
- Sections 88-94 of the Education and Inspections Act 2006
- The Department for Education's "Behaviour and Discipline in Schools, Advice for Headteachers and Staff," January 2016.
- "Getting the Simple Things Right: Charlie Taylor's Behaviour Checklist," December 2015.

It should be read in conjunction with our school's:

- Behaviour Code of Conduct
- Anti-Bullying Policy
- Emotional Wellbeing Policy
- Safeguarding Policy
- Health and Safety Policy
- Exclusions Policy

and the DfE 'Use of reasonable force in schools' guidance.



UN Convention on the Rights of the Child

This policy reflects the principles of equality, dignity, respect, non-discrimination and participation. At Sydenham and Lighthorne Heath Primary Schools, we recognise achievement in putting the UN Convention on the Rights of the Child at the heart of our practice to improve wellbeing and help all children achieve their potential. Children's rights are learnt, taught, practised, respected, protected and promoted in our schools.

Introduction

This is a **positive** behaviour policy, built on our belief that all children can become self-regulating individuals, able to manage their emotions, control their reactions and make appropriate behaviour choices.

As a Unicef Rights Aware School, we have high expectations of good behaviour and teach children about their rights and how actions can affect the rights of others. We aim to create a safe, peaceful and fair environment and see positive behaviour as an essential condition for effective teaching and learning. The modelling of good behaviour and fostering of positive relationships underpin all that we do in the knowledge that mutual trust and respect build self-esteem and promote good behaviour.

We are an inclusive school and believe that behaviour is a means of communication. We endeavour to meet the needs of all children including those with social and emotional difficulties or who may present with attention needing behaviours.

Senior leaders work together with staff, parents/carers, governors and external agencies as a caring community to apply this policy fairly and consistently.

Aims

- **To safeguard children from harm** -UN Convention on the Rights of the Child, Article 3: The best interests of the child must be a top priority in all decisions and actions.
- **To foster a safe environment** - UN Convention on the Rights of the Child, Article 19 –the right to be protected from all forms of violence, abuse, neglect and bad treatment.
- **To enable effective teaching and learning** - UN Convention on the Rights of the Child, Article 29: Every child has the right to an education.
- **To value diversity and treat others with respect** - UN Convention on the Rights of the Child 14: Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Article 23: A child with a disability has the right to live a full and decent life with dignity. Article 30: Every child has the right to learn and use their language, customs and religion whether or not these are shared by the majority.
- **To respect the school environment and other people's property** - UN Convention on the Rights of the Child, Article 27: Every child has the right to a standard of living that is good enough to meet their needs.
- **To promote self-esteem and emotional wellbeing** - UN Convention on the Rights of the Child, Article 37: Children must not suffer cruel or degrading treatment. They must be treated with care and respect.
- **To support pupils in making appropriate choices regarding their actions and reactions** - UN Convention on the Rights of the Child, Article 12: All children have the right to express their views, feelings and wishes in all matters affecting them.
- **To ensure consistency of approach.**

Encouraging Positive Behaviour

Good behaviour is positively re-enforced through:

- Adults modelling excellent behaviour and attitudes towards others.
- Opportunities to explore appropriate behaviour choices through PSHE lessons, nurture provision, Circle Time and one-to-one Bubble Time.
- The promotion of a growth mindset and the understanding that we can learn from our mistakes.
- The use of school Learning Characters which teach the importance of positive behaviours such as cooperation, managing disagreement and active listening.
- The use of mixed ability teaching and Talk Partners to teach tolerance and improved social skills.
- The provision of a safe, supportive and inclusive classroom environment.
- Intrinsic rewards such as verbal praise and explicitly noticing good behaviours and commenting on them.
- Extrinsic rewards such as texts, emails and notes home to parents/carers, certificates, growth mindset stickers, selection as the weekly class 'superstar', extra play time, Golden Time (KS1) or the awarding a special responsibility (a job in the classroom, the role of Year 6 prefect or membership of a pupil committee.)

What constitutes misbehaviour?

- **Behaviour which compromises the safety of others** – Article 19 of the UN Convention on the Rights of the Child (protection from violence and abuse.)

- **Behaviour which interrupts the teaching and learning of others** - Article 28 of the UN Convention on the Rights of the Child (Right to an Education.)
- **Behaviour which harms the mental health or emotional wellbeing of others** – Article 19 of the UN Convention on the Rights of the Child (protection from violence and abuse.)
- **Behaviour which damages school property or the personal property of others.**
- **Behaviour which discriminates against any pupil with a protected characteristic.** (Article 2 of the UN Convention on the Rights of the Child (Non-Discrimination.)

In the event of Misbehaviour

If a child misbehaves, we:

- Listen to the child.
- Check the child understands why their behaviour choice is inappropriate.
- Encourage empathy by discussing the effects the behaviour has on others.
- Endeavour to understand the reasons for the misbehaviour.
- Use emotion coaching techniques to acknowledge a child's feelings so that they can calm down quickly, address any inappropriate behaviours, discuss events in a rational manner and problem solve to reach a resolution.
- In disputes between pupils, adopt peer mediation strategies so that the children can reflect on their behaviour and take responsibility to solve their problems themselves. Peer mediation is structured around the following questions: *What has happened? How do you feel about it? What shall we agree to do? When shall we meet again?*
- Remind the child of our school code of conduct and ask them to reflect upon their behaviour choices.
- Record the misbehaviour in the class behaviour book using the ABC (Antecedent, Behaviour, Consequence) method.
- Report any prejudice related incidents using Warwickshire Local Authority's online prejudice related incident form.
- Look for patterns in misbehaviour and offer appropriate support.
- Expect the child to take responsibility for their actions and reactions.
- Provide children with the opportunity to make amends.
- Focus on de-escalation and preventative strategies.
- Use our trained, Year 5 peer mediators to deal with minor playground misdemeanours.
- Use restorative justice where appropriate.
- If necessary, remove pupils to a place of safety away from the scene of the misbehaviour.
- Liaise with parents/carers as deemed necessary.
- Access the help a child needs to support them in making appropriate behaviour choices in the future, for example, through referral to anger management sessions or by arranging nurture provision at Sunshine Nurture Group.

In addition, for pupils with SEND we:

- Recognise that some pupils have additional needs which can be a factor in challenging behaviour.
- Offer support from our SENDCo who can provide resources such as social stories and visual timetables to support good behaviour.
- Use alternative strategies when a child has difficulty explaining their inappropriate behaviour choices and their consequences, for example, therapeutic Lego or role play.

- Liaise with professionals such as the Ethnic Minority and Traveller Achievement Service, the Educational Psychology Service and the Specialist Teaching Service to provide specialist advice and help to support good behaviour.
- Use a personalised Behaviour Reward Chart. These charts are not displayed in public to avoid stigmatising individual children.
- Offer nurture provision at Rainbows Nurture Group or Sunshine Nurture Group if appropriate.
- Refer to the school counsellor if appropriate.

School Rules

All pupils are expected to follow our Golden Rules which they agree to by signing a Home School Agreement at the start of each academic year. Our rules are as follows:

- We come to school every day and arrive on time.
- We work hard and always do our best – we don't waste our own or others' time.
- We are gentle – we don't hurt others.
- We are kind and helpful – we don't hurt anybody's feelings.
- We are honest – we don't cover up the truth.
- We listen – we don't interrupt.
- We look after property – we don't waste or damage things
- We look after each other.

Protective Behaviours

We are a Protective Behaviours' school so use the principles and language outlined in the Taking Care Project. We encourage children to re-think their choices and teach them to recognise their feelings ("early warning signs") and to stop and think in order to decide what actions to take. Children are taught to be self-resilient and self-aware and are expected to ask themselves, "Is my fun fun for everyone?" in relation to their behaviour choices. Staff provide unconditional care and support for all pupils in order to provide them with a safe and secure environment which supports good behaviour.

School Code of Conduct

All staff follow the **School Code of Conduct**. If a child misbehaves in the classroom the procedure set out below is followed:

- 1st time – verbal warning.
- 2nd time – moved to another part of the classroom.
- 3rd time – ten minutes' "time out" in a partner class (recorded in the class behaviour book.)
- 4th time – missed playtime, supervised by the class teacher.
- 5th time – sent to Assistant or Executive Head teacher.
- 6th time – contact parents.

At lunch time, the procedure set out below is followed:

- 1st time – verbal warning.
- 2nd time – stand with a midday supervisor for 10 minutes.
- 3rd time – misbehaviour is recorded in the Senior Midday Supervisor's book and brought to a senior leader for "time out" of the playground.
- 4th time – following poor behaviour in the Senior Midday Supervisor's book 3 times in one week, parents/carers will be contacted and the child will have "time out" from the playground for one week.

Sanctions

If children choose not to follow the rules, a sanction is administered. When applying a sanction the child's age and additional needs are considered. All sanctions are proportionate to the misbehaviour and each incident is considered on a case by case basis. Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip.

Sanctions may include:

- Repetition of a task if appropriate.
- Loss of break time or lunch time (either part or whole.)
- Loss of Golden Time (KS1)
- Time out in a partner class.
- Time out with a senior leader.
- Working out of the classroom, supervised by another teacher or senior leader.
- Exclusion from an activity where the misbehaviour has occurred.

Class Teacher Roles and Responsibilities

- To implement the behaviour policy consistently.
- To report all prejudice related incidents using Warwickshire Local Authority's online prejudice related Incident form.
- To model positive behaviour.
- To treat all pupils fairly and with respect and dignity.
- To have high expectations of behaviour at all times including in the playground and corridors.
- To establish a safe, inclusive and supportive classroom environment.
- To listen to and respond to the needs of each pupil.
- To provide a personalised approach to the specific behavioural needs of particular pupils.
- To record behaviour incidents in the class behaviour book using the ABC format.
- To manage low-level disruptions.
- To seek advice and support from senior leaders as necessary.
- To liaise and work cooperatively with the SENDCo and any other external agencies involved in meeting the needs of a particular child.
- To report to parents/carers about the personal, social and emotional development of each child in their class in line with whole school policy.

Head Teacher Responsibilities

- To review and approve the behaviour policy in conjunction with the governing body.
- To implement the behaviour policy consistently.
- To ensure the health, safety and welfare of pupils.
- To support staff in the implementation of this policy.
- To keep records of all reported serious incidents of misbehaviour.
- To ensure that the school environment encourages positive behaviour.
- To ensure that staff deal effectively with poor behaviour.

Governing Body Responsibilities

- To approve and review the positive behaviour policy in conjunction with the head teacher.
- To monitor the effectiveness of the positive behaviour policy.

- To support and hold the head teacher to account for the implementation of the positive behaviour policy.

Parent/Carer Responsibilities

- To enter in to a Home-School agreement, agreeing to work in partnership with the school.
- To act as a positive role model for their child in their relationship with the school.
- To inform school of any changes in circumstance that may affect their child's behaviour.
- To discuss any behavioural concerns with the class teacher, Lead Nurture Practitioner or senior leader promptly.
- To support their child in adhering to the school code of conduct.
- To take steps to discourage poor behaviour choices.
- To support the school when sanctions need to be used with a child.
- To contact the school if they have concerns about the way their child's poor behaviour choices have been dealt with. Parents/carers should first contact the class teacher. If their concerns remain, they should contact the head teacher to discuss the issues involved. If parents/carers wish to complain further about the actions taken by the school they should contact the Chair of Governors in accordance with the school's complaints' procedure.

Use of Reasonable Force

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the Warwickshire Local Authority document "Guidance on the Use of Force and Physical Intervention" (2014) and the DfE document "Use of Reasonable Force" (2013.) Staff do not use force as a punishment. They will only intervene physically to restrain children in order to prevent injury to the child or if a child is in danger of hurting him/herself. Any intervention is reasonable and proportionate and in the best interests of the child.

Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been malicious, the head teacher will discipline the pupil in accordance with this policy. The head teacher will also consider the pastoral needs of staff accused of misconduct.

This policy was ratified: April 2019

And will be reviewed: September 2020

Signed by the Head teacher

Juliette Westwood

Chair of Governors:

Jim Lyne